

DEEP Dive: Dual Enrollment as an Onramp to College and Career Opportunity

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February 19th 2026

NCII Rural Guided Pathways 2.0

A blue-tinted photograph of four students walking away from the camera on a paved path. The student on the far left is wearing a dark jacket and a backpack. The student next to them is wearing a plaid shirt and a brown backpack. The student in the center is wearing a denim jacket and carrying a white bag. The student on the far right is wearing a dark jacket and light-colored pants. In the background, there is a modern building with a glass facade and a staircase on the left side.

Challenge: College Going Rates Declining

High school graduates are questioning the value of college, many are *opting out*

EAB report surveyed 20,000+ high school students and how the pandemic has influenced their college-going behaviors.

- 22% of HS graduates are opting out of college due to not feeling 'mentally ready' for college
- 73% of HS counselors report the pandemic has moderately weakened their students academic academic preparation
- **Students top concerns:**
 1. Concerns of affordability (COA & student debt)
 2. Questioning the value of a college education
 3. Not feeling mentally or academically prepared

<https://www.insidehighered.com/news/admissions/2023/06/12/why-students-opt-out-college>

May 22, 2023

The Students Who Aren't Coming

Survey of high school seniors suggests problems ahead for institutions that enroll Black and Latino students and men. This could be a hard year for community colleges.

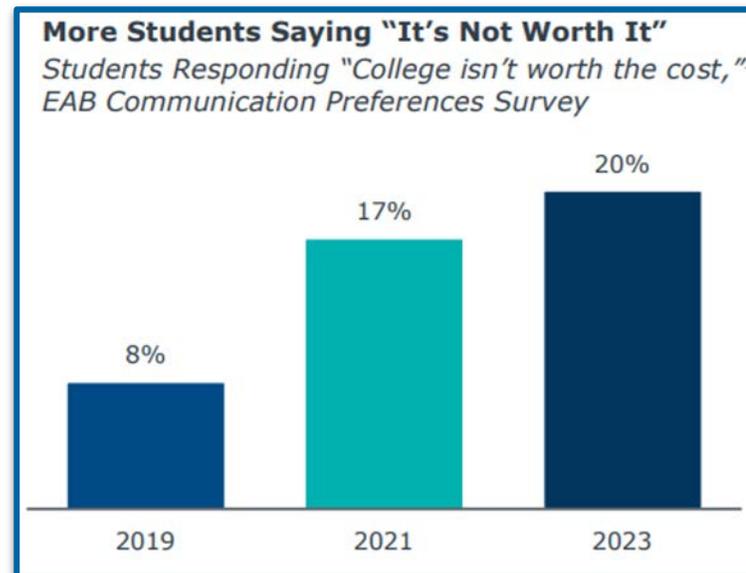
By [Scott Jaschik](#)

June 12, 2023

Why Students Opt Not to Enroll

Students in a new survey cite concerns about academic preparation, mental health and affordability. Many say college isn't worth it.

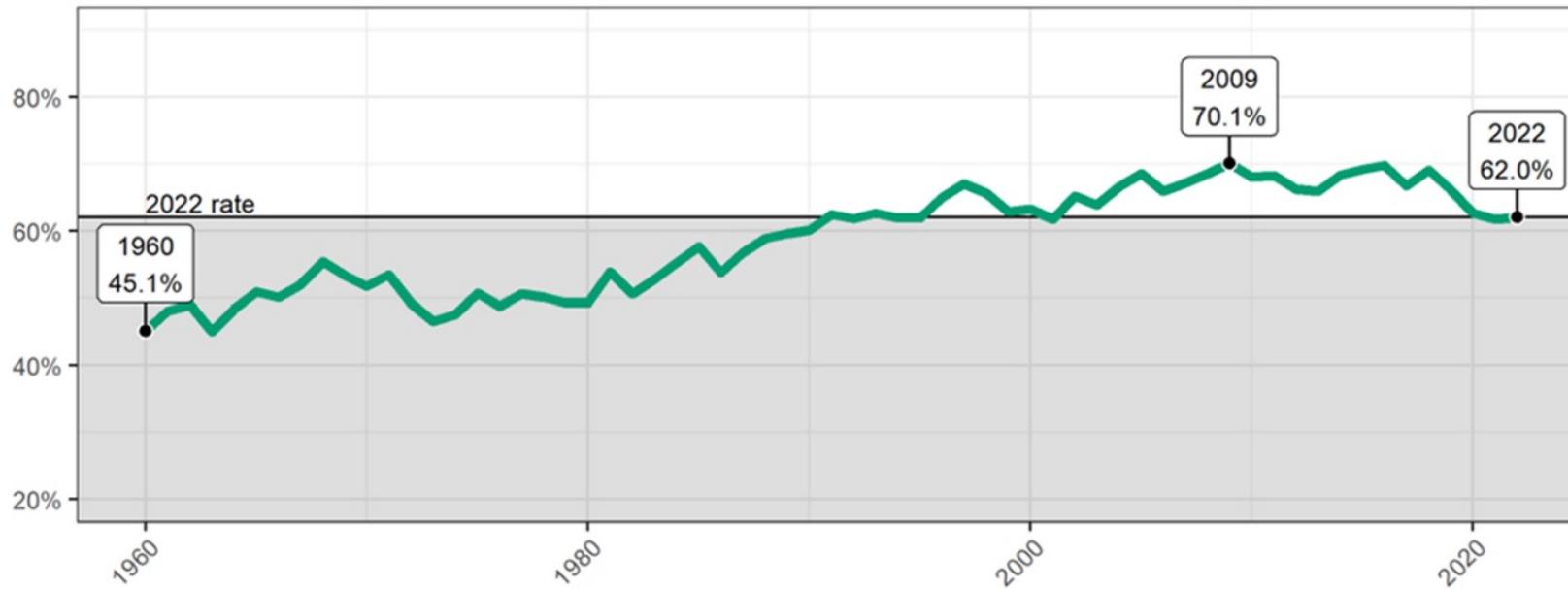
By [Scott Jaschik](#)



CCRC

College-going rates for high school graduates dropping

FIGURE 1. PERCENT OF RECENT HIGH-SCHOOL COMPLETERS ENROLLED IN COLLEGE: 1960 THROUGH 2022

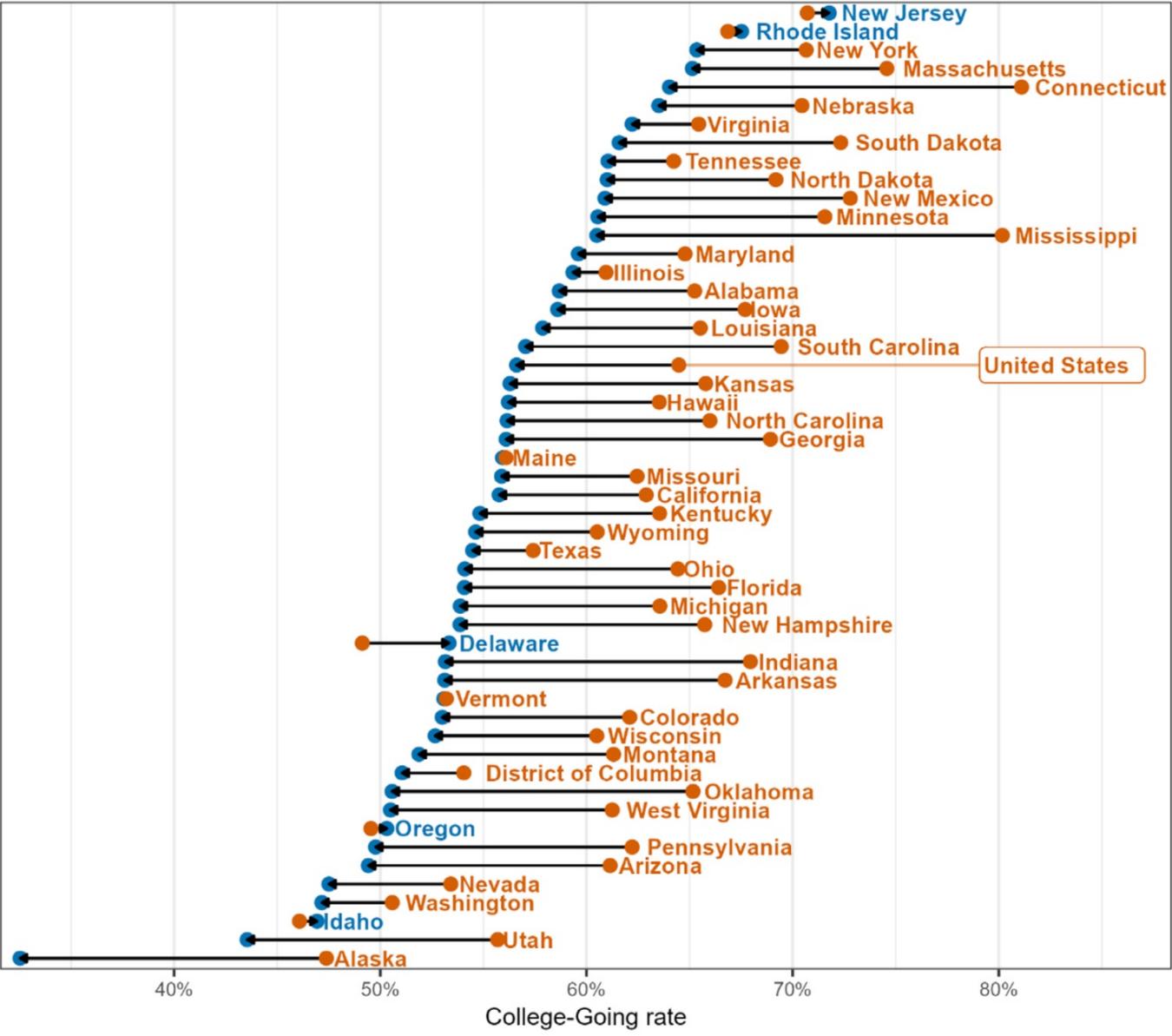


Source: National Center for Education Statistics (NCES) Digest of Education Statistics 2023, Table 302.10.



[Hunkerstorm, 2025](#)

FIGURE 7. PERCENT OF RECENT HIGH-SCHOOL COMPLETERS ENROLLED IN COLLEGE, 2022 VERSUS 2010, BY STATE



Many states show double-digit declines in the past decade

Fall Semester
 ● 2010
 ● 2022



[Hunkerstorm, 2025](#)

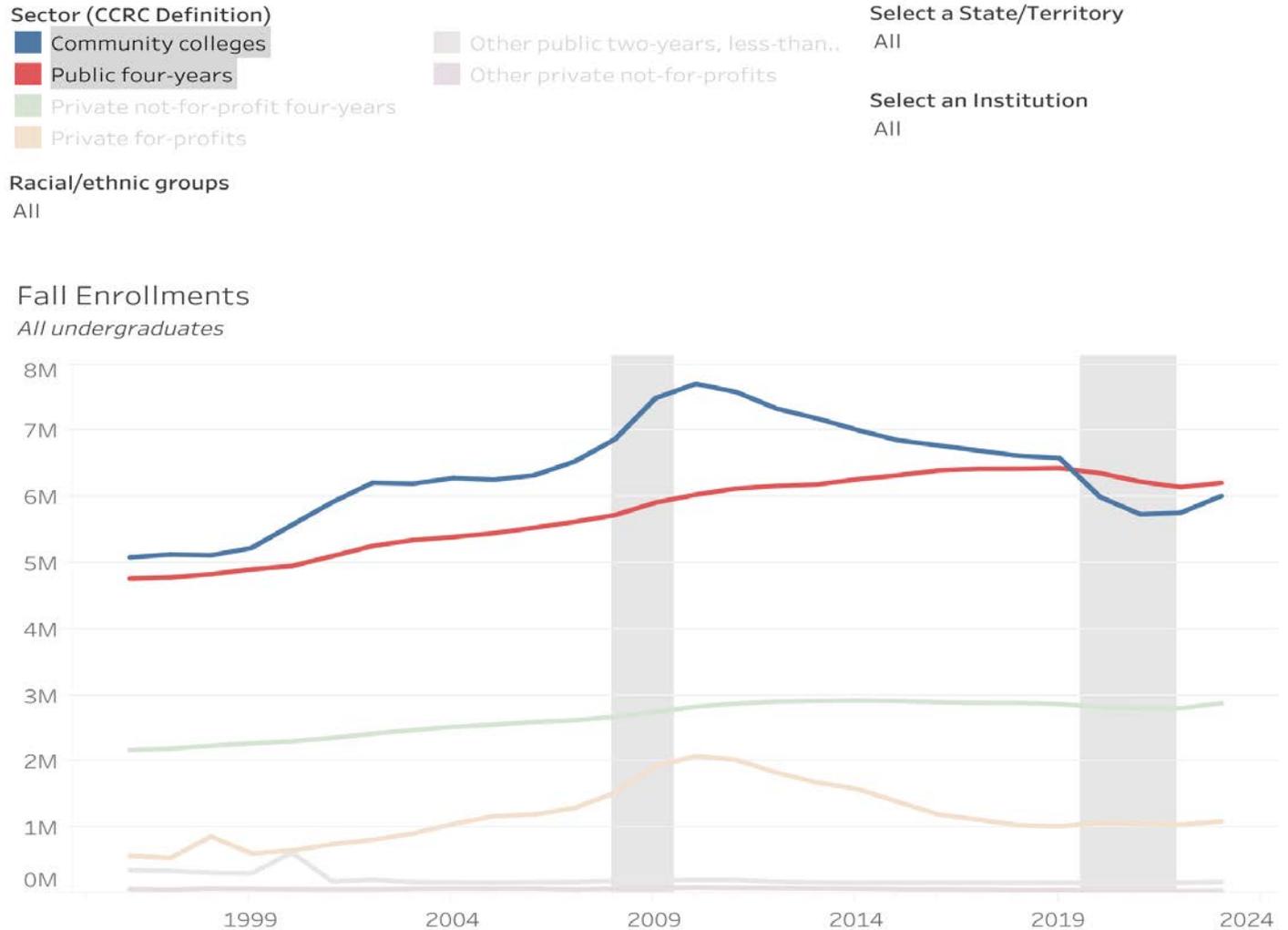


Sources: 1. Lane et al. (2024). 2. NCES IPEDS Fall Enrollment Survey, 2006–2022 final release ef[year]a files.

Community college enrollments, which have recovered partially from COVID lows, was declining for nearly a decade before the pandemic.

Source: <https://public.tableau.com/app/profile/john.fink/viz/UndergraduateEnrollmentTrendsbySector/Summary>

Fall Enrollment Trends by Sector, All Undergraduates
IPEDS Data, 1996-2023



Fall Enrollment Trends by Sector and Age

IPEDS Data, 1997-2023

Sector (CCRC Definition)

- Community colleges
- Public four-years
- Private not-for-profit four-yea..
- Private for-profits
- Other public two-years, less-t..
- Other private not-for-profits

Select a State/Territory

All

Select an Institution

All

Filter by year

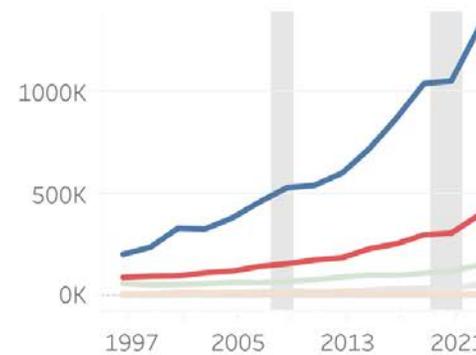
1996 to 2023

and Null values

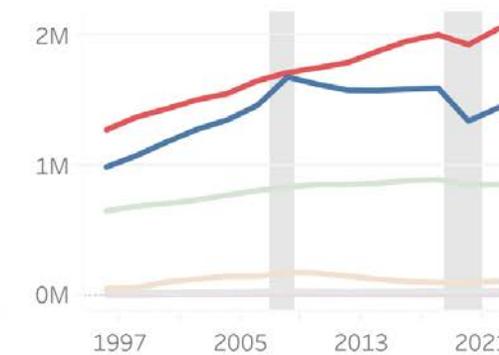
Fall Undergraduate Enrollments

Detail for student age

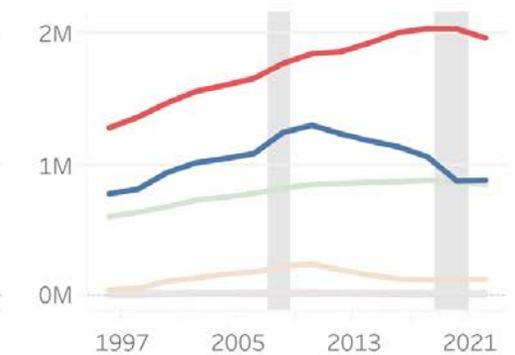
Age: Under 18



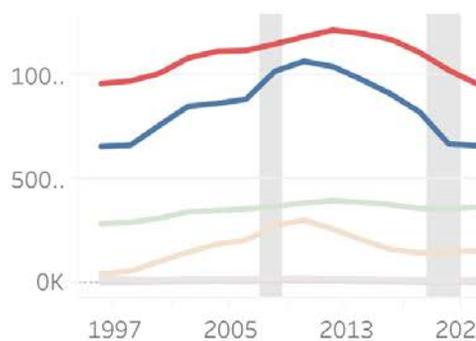
Age 18-19



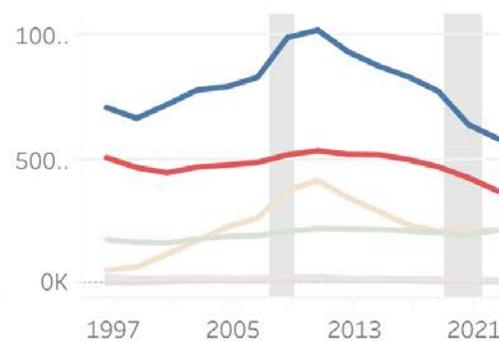
Age 20-21



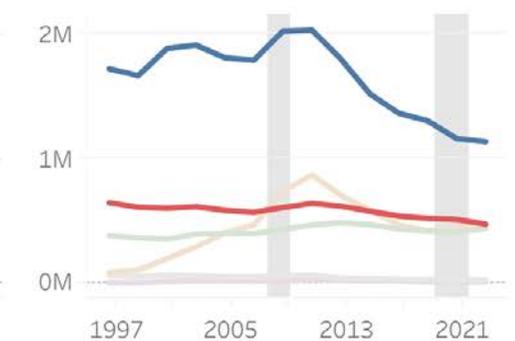
Age 22-24



Age 25-29



Age 30+



HS dual enrollment students have been the only growing segment of community college enrollments; enrollment by students 22+ is at historic lows.

Source:

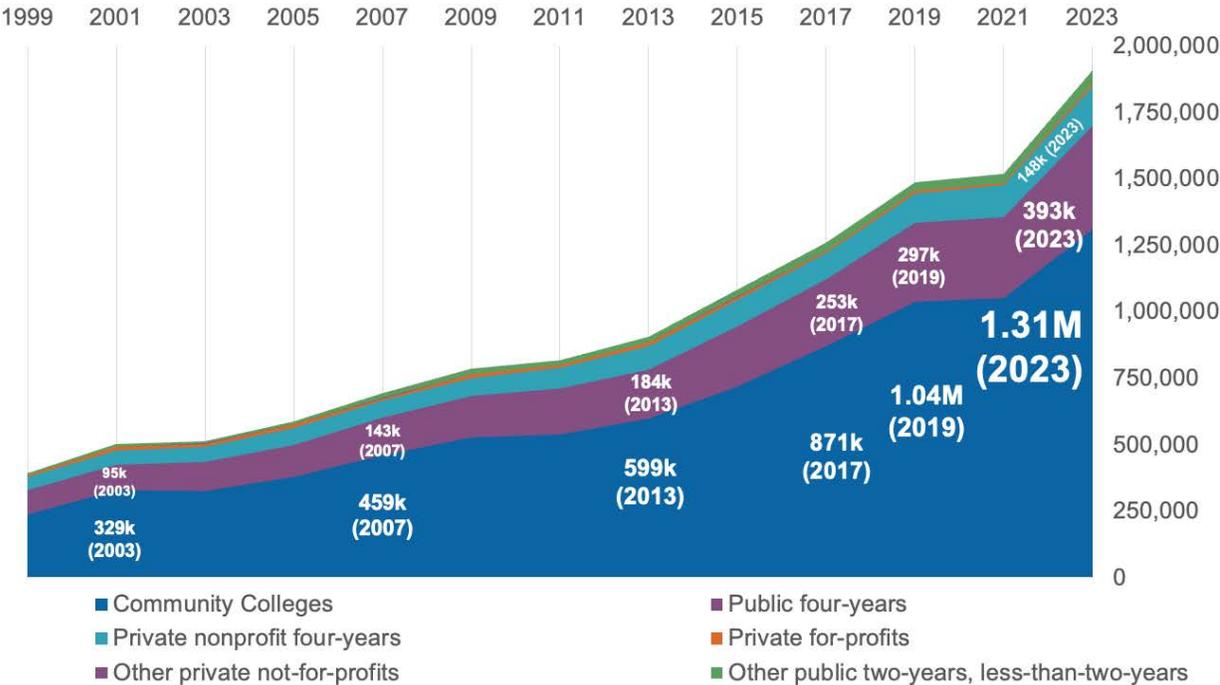
<https://public.tableau.com/app/profile/john.fink/viz/UndergraduateEnrollmentTrendsbySector/Summary>

A blue-tinted photograph of four students walking away from the camera on a paved path. The student on the far left is wearing a dark jacket and a backpack. The student next to them is wearing a plaid shirt and a brown backpack. The student in the center is wearing a denim jacket and carrying a white bag. The student on the far right is wearing a dark jacket and light-colored pants. In the background, there is a modern building with large windows and a staircase on the left.

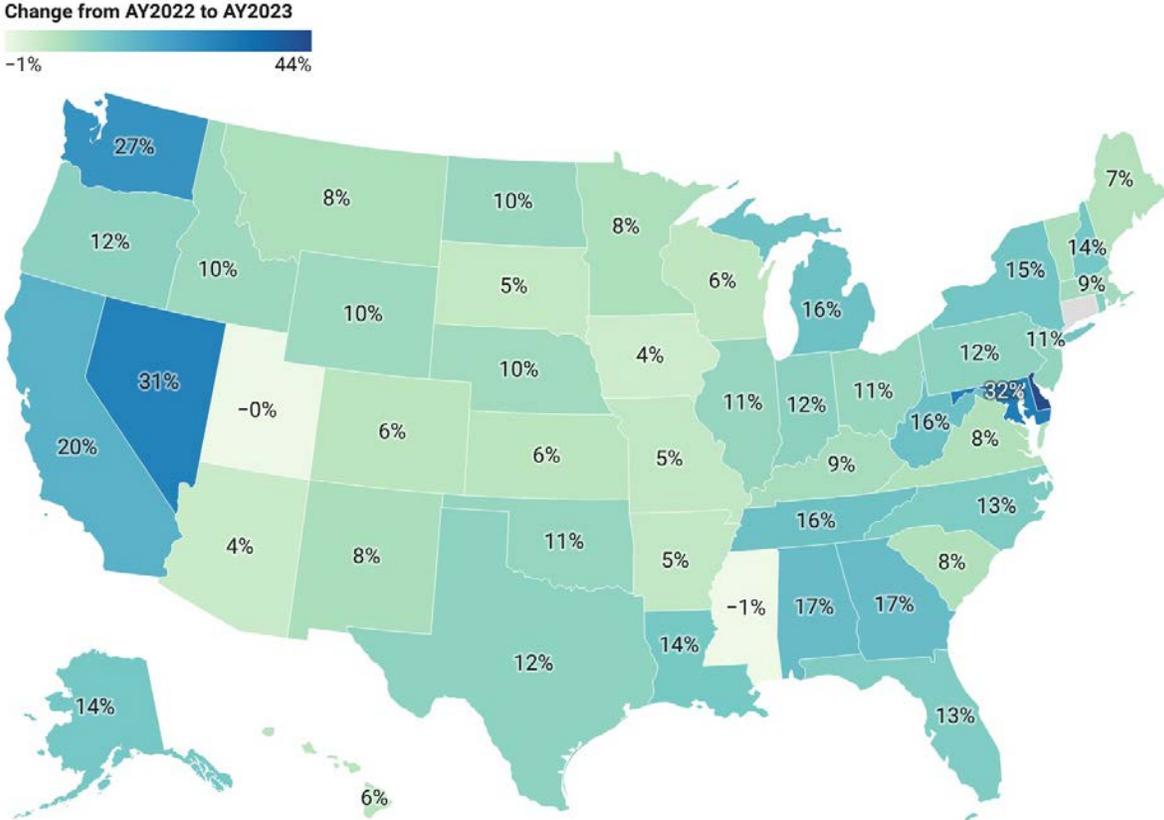
**Opportunity:
Dual Enrollment Widespread, Growing, and Effective**

Dual enrollment has doubled in the past decade and grew 13% in the past year from 2.5 to 2.8 million

Growth of Dual Enrollment, Fall Enrollments 1999-2023



One-Year Growth of Dual Enrollment, 2022-23 to 2023-24



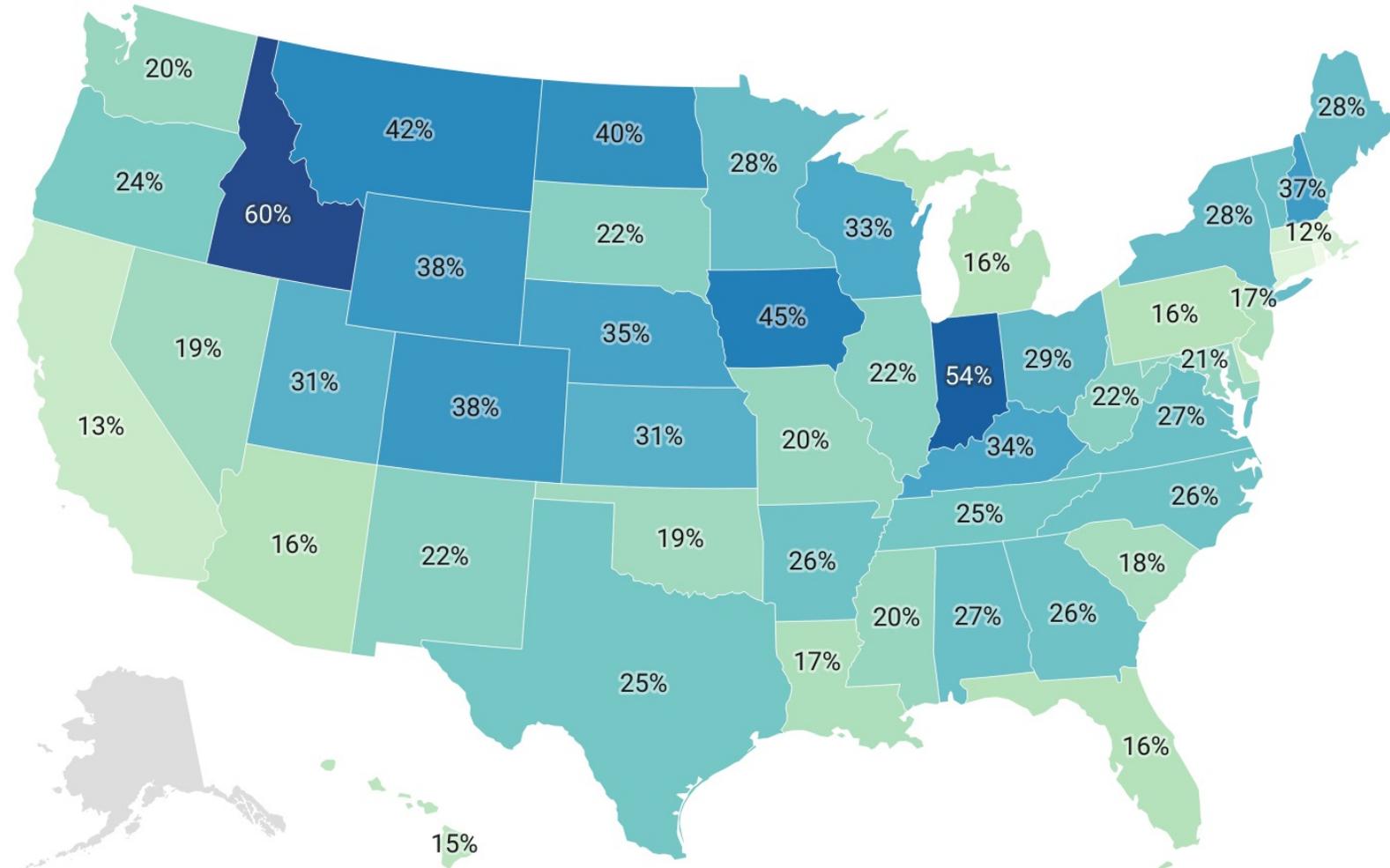
Connecticut excluded from this analysis due to known issues with underreporting in AY2022 that appear to be corrected in AY2023

High school dual enrollment students make up 22% of community college enrollments

- In 11 states, more than a third of community college students were in high school
- At the average community college, dual enrollment students comprised 26% of overall enrollment in 2023-24.
- At 266 community colleges, dual enrollment students comprised a third or more of total enrollments

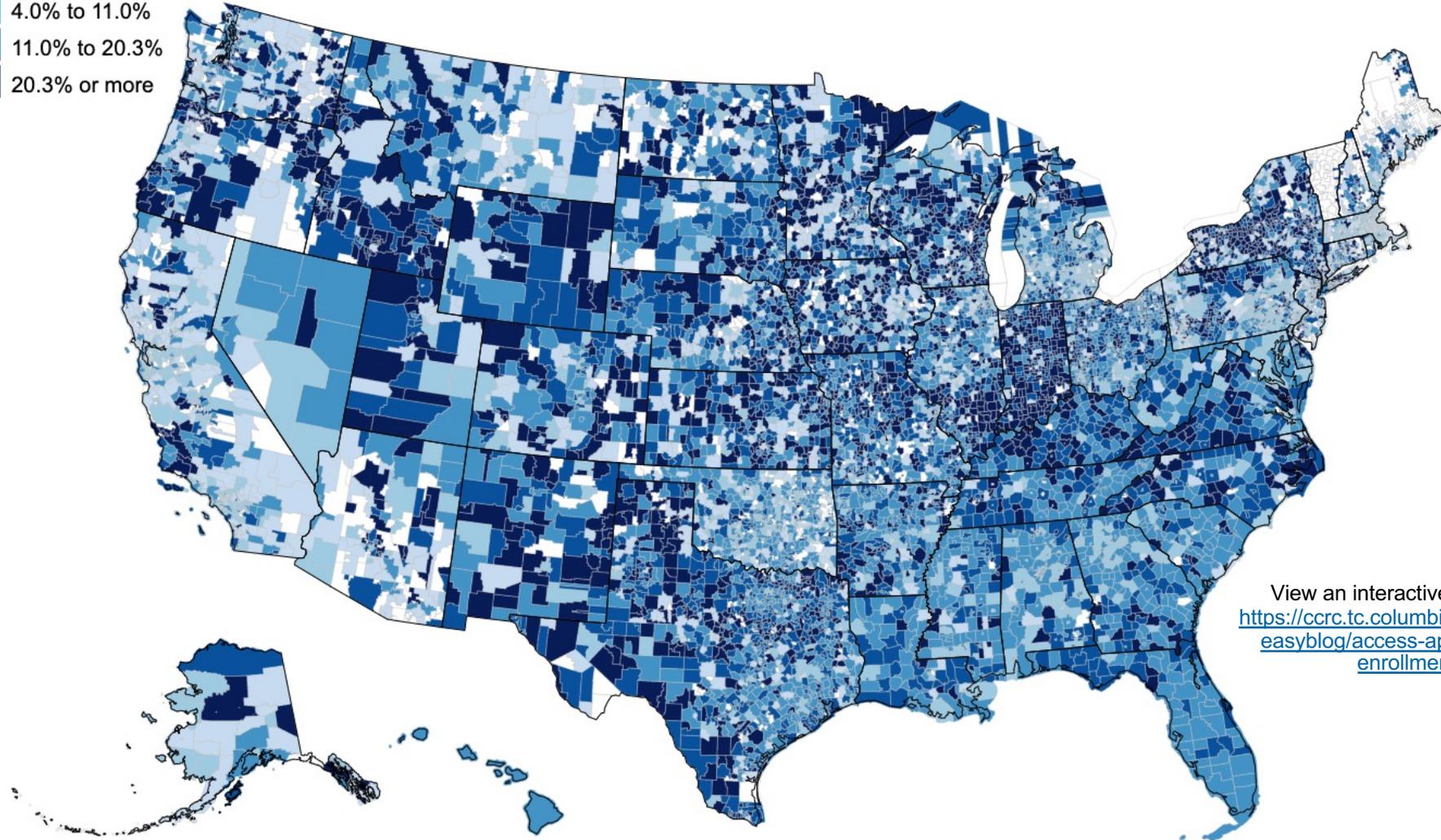
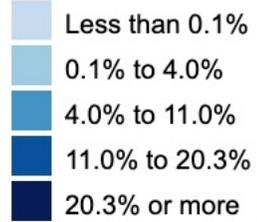
Percentage of Community College Students in High School in 2023-24

Dual enrollment as a percent of community college headcount



2017-18 High School Student Participation in Dual Enrollment by School District

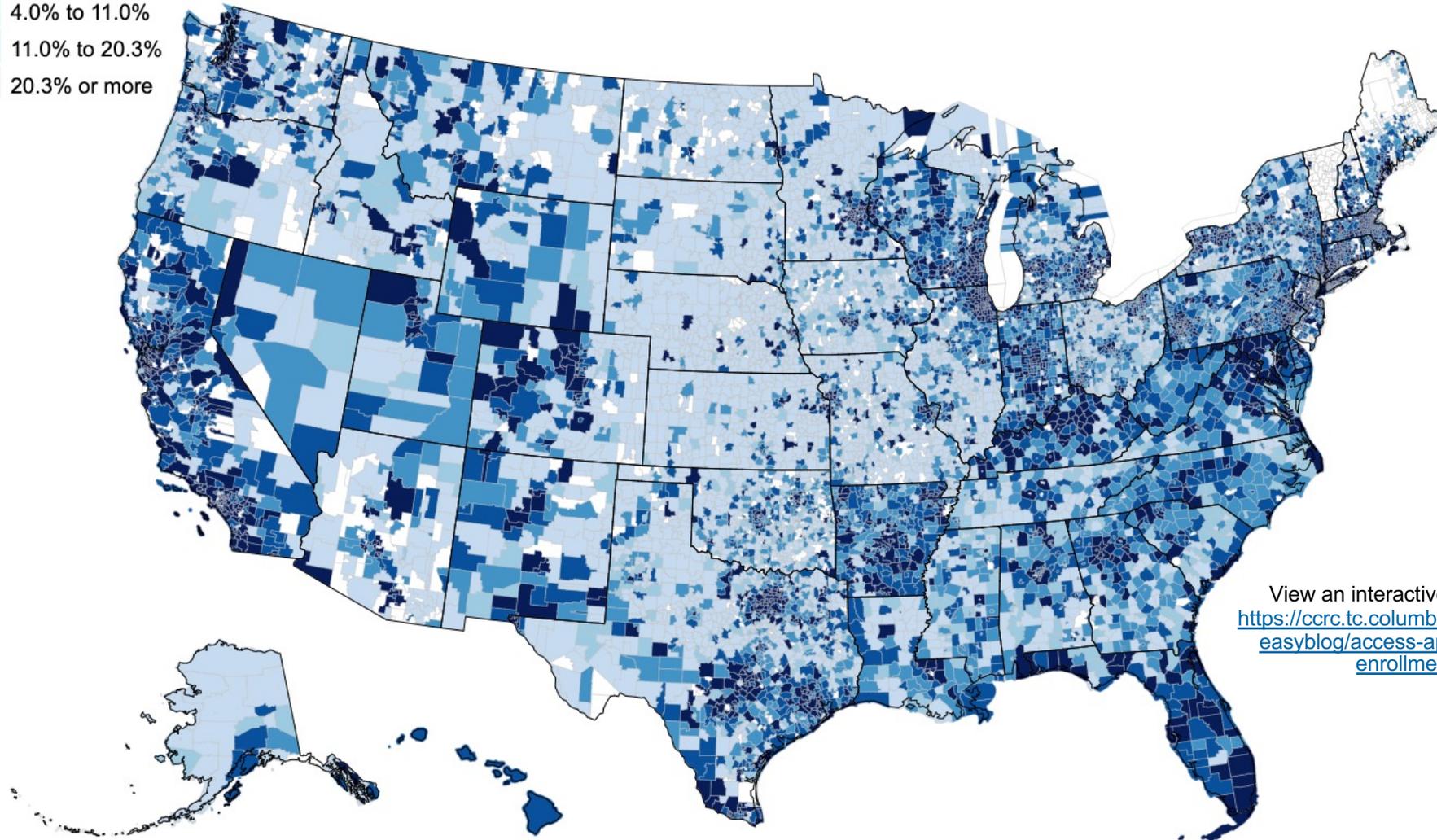
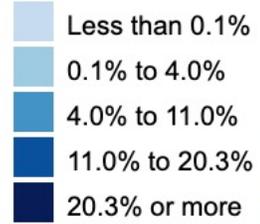
DE-Participation Rate



View an interactive map:
<https://ccrc.tc.columbia.edu/easyblog/access-ap-dual-enrollment.html>

2017-18 High School Student Participation in Advanced Placement by School District

AP-Participation Rate



View an interactive map:
<https://ccrc.tc.columbia.edu/easyblog/access-ap-dual-enrollment.html>

Strong research base showing that DE works as a lever for expanding college access & attainment

+ DE benefits Black, Latino, low-income and other priority groups

What Works Clearinghouse™
WWC Intervention Report
 A summary of findings from a systematic review of the evidence
ies INSTITUTE OF EDUCATION SCIENCES
Transition to College February 2017
Dual Enrollment Programs

Program Description
 Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students. This may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.¹

Research
 The What Works Clearinghouse (WWC) identified five studies of dual enrollment programs that both fall within the scope of the Transition to College topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and three studies meet WWC group design standards with reservations. Together, these studies included 77,249 high school students across the United States.

Effectiveness
 Dual enrollment programs were found to have positive effects on students' degree attainment (college access and enrollment, credit accumulation, completing high school, and general academic achievement), with a medium to large extent of evidence. For the staying in high school, college readiness, and degree (high school) domains, dual enrollment programs had potentially positive effects with a small extent of evidence.

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 Overview p. 1
 Program Information p. 3
 Research Summary p. 3
 Effectiveness Summary p. 3
 References p. 3
 Research Details for Each Study p. 3
 Outcome Measures for Each Domain p. 3
 Findings Included in the Rating for Each Outcome Domain p. 3
 Supplemental Findings for the Outcome Domain p. 3
 Excludes p. 3
 Rating Criteria p. 3
 Glossary of Terms p. 3

Reviews & Meta-Analyses

Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice

AUTHORS JULY 2022
 Jason L. Taylor, Taryn Ozuna Allen, Brian P. An, Christine Denecke, Julie A. Edmunds, John Fink, Matt S. Gian, Michelle Hodara, Xosha Hu, Barbara F. Tobolowsky, Willie Chen

**Chapter 3
 A Review of Empirical Studies on Dual Enrollment: Assessing Educational Outcomes**

Brian P. An and Jason L. Taylor

3.1 Introduction

More than ever, high school students in the United States have educational goals. That is, most high school students expect to attend college and complete a bachelor's degree (Jackson & Kurtaender, 2014). In 1992, 81% of high school seniors planned to earn at least a bachelor's degree (Reynolds, Stewart, Macdonald, & Sisco, 2006). Not surprisingly, the percentage of high school students that enrolled in college immediately after high school also increased, from 9% in 1959–60 to 69% in 2015 (Claffier, Ell Siegfried, 1991; National Center for Education Statistics [NCES], 2017). However, enrolling in and expecting to finish college does not mean that students will graduate from college. In 2014, approximately 81% of first-time students who enrolled at four-year institutions returned the following year. The persistence rate continues beyond the early college years. For example, 61% of first-time, full-time students at four-year institutions graduated within six years of entry (NCES, 2017). Moreover, students are taking longer to attain their degree. Adelman (2004) estimates students took 4.34 calendar years to earn a bachelor's degree in 1972, 4.45 years in 1982, and 4.56 years in 1992. The transition from high school to college therefore is not successful for many students. Although high schools often maintain a "college for all" ethos, many

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Sage

A Systematic Review and Meta-Analysis of Dual Enrollment Research

Tracey King Schaller¹, P. Wesley Routon¹, Mark Allen Partridge¹, and Reanna Berry¹

Abstract
 Given the current surge in student participation in dual enrollment programs, an updated synthesis of literature relating to how these programs impact students is warranted. Furthermore, while there are qualitative literature reviews relating to dual enrollment and student outcomes, there has not been a quantitative synthesis of literature relating to the findings of this research. Accordingly, we conduct a quantitative literature review involving the academic outcomes of higher education enrollment, persistence, performance, and degree attainment. Using meta-analytic techniques, we find that across the 162 study effect sizes included in our analysis, participation in dual enrollment programs was positively associated with grade point average (GPA), total earned college credits, college enrollment, early persistence, degree attainment, and full-time attendance. Also, we find negative associations between dual enrollment and time to graduation and total semesters enrolled in college, indicating these programs can help students graduate college more quickly.

REPORT | OCTOBER 2024
The Postsecondary Outcomes of High School Dual Enrollment Students: A National and State-by-State Analysis
 Tatiana Velasco | John Fink | Mariel Bedoya | Davis Jenkins
 Community College Research Center

JOURNAL OF EDUCATION FOR STUDENTS PLACED AT RISK (JESPAR)
 https://doi.org/10.1080/10824669.2022.2100994

Should Students Falling Behind in School Take Dual Enrollment Courses?
 Han Bum Lee* and Michael U. Villarreal[†]
 *Urban Education Institute, University of Texas at San Antonio; [†]Department of Educational Leadership and Policy Studies, University of Texas at San Antonio

ABSTRACT
 This study examined the effect of dual enrollment (DE) on enrollment and degree completion for students with low academic achievement who attended public high schools. We employed a propensity score matching method to reduce bias arising from DE participation and supplemented this with a bounds test. The results showed that DE students were predicted to have a higher likelihood of entering college immediately after high school by 20 percentage points and completing within four and eight years of high school graduation by 10 percentage points, respectively, compared to similar students who did not take DE courses. This evidence suggested that DE contributed to a reduction in educational inequities in college enrollment and degree attainment for students at risk of academic failure. On the other hand, students who were racial or ethnic minority, students from low-income families were not only less likely to participate in DE programs but were also predicted to have smaller participation effects on college degree attainment than their counterparts, stressing the need for higher education institutions partnering school districts to provide more robust support for underserved students for participating in DE programs and a successful transition into college.

CCRC COMMUNITY COLLEGE RESEARCH CENTER
 TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Can Dual Enrollment Algebra Reduce Racial/Ethnic Gaps in Early STEM Outcomes? Evidence from Florida
 Summary Research Report
 Veronica Minaya
 February 2021

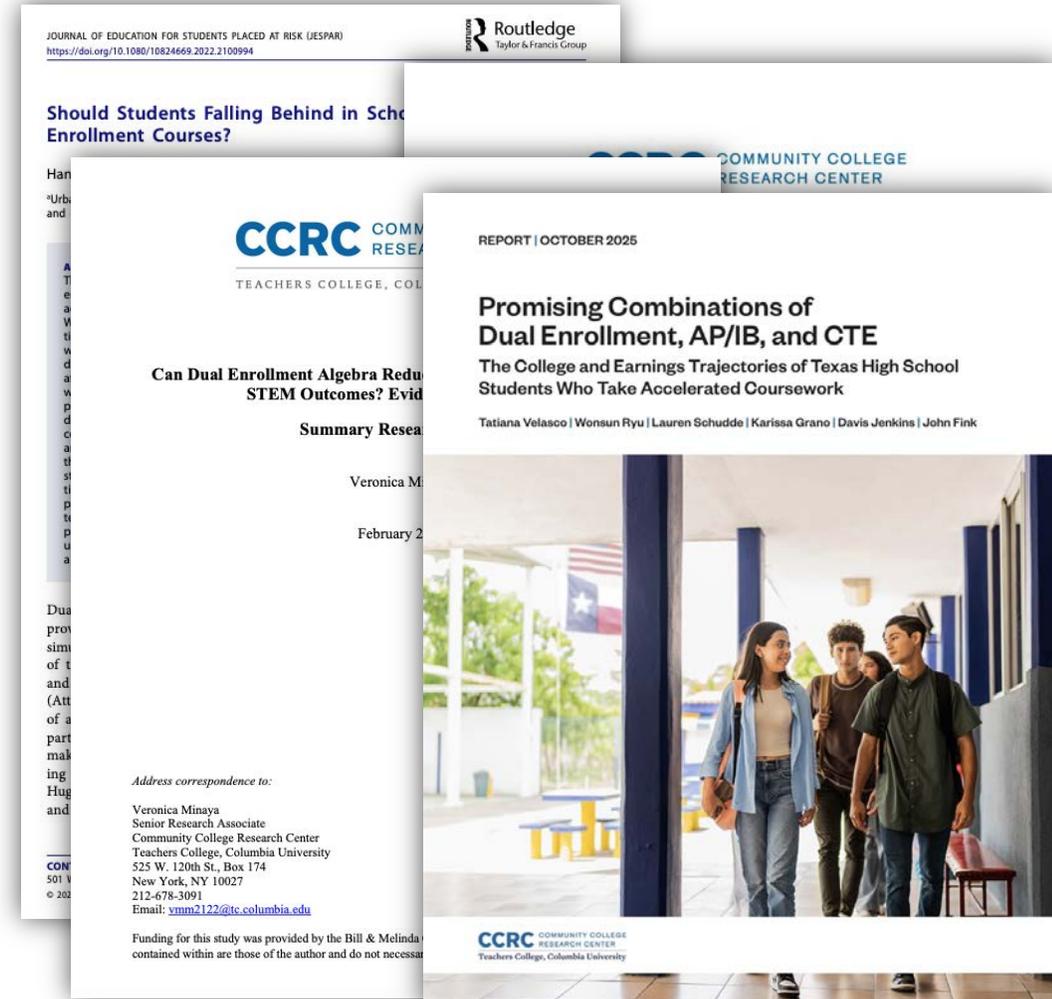
CCRC COMMUNITY COLLEGE RESEARCH CENTER
 TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The Impact of Dual Enrollment on College Application Choice and Admission Success
 Vivian Yuen Ting Liu
 The City University of New York
 Veronica Minaya
 Community College Research Center
 Teachers College, Columbia University
 Di Xu
 University of California, Irvine
 December 2022
 CCRC Working Paper No. 129



Recent Quasi-Experimental Studies Highlight Potential of Dual Enrollment for Increasing College Access and Success

- ✓ DE can benefit students who are falling behind in HS (Lee & Villarreal, 2022)
- ✓ DE increases college applications and acceptances, particularly among Black students (Liu et al., 2022)
- ✓ Dual Enrollment Math boosts Black & Hispanic student entrance and persistence in STEM (Minaya, 2021)
- ✓ DE in combination with high school CTE associated with +16% earnings gain compared to CTE alone (Velasco et al., 2025)

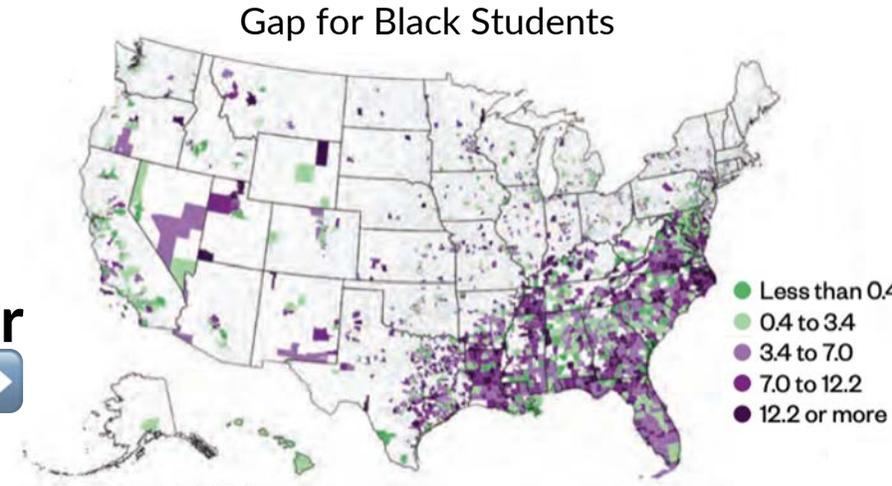


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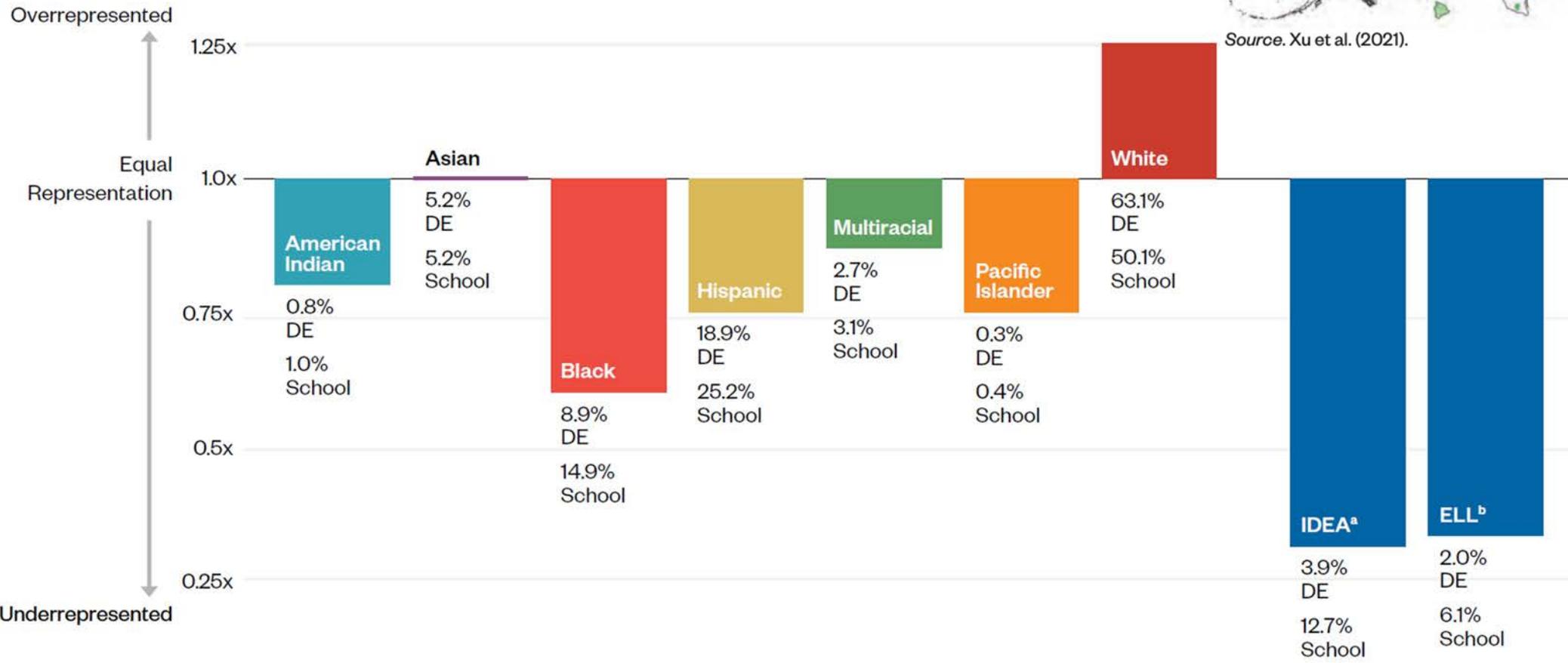
Challenge: Access to Dual Enrollment Uneven

Programs of Privilege: Access to DE is uneven, gaps are widespread,

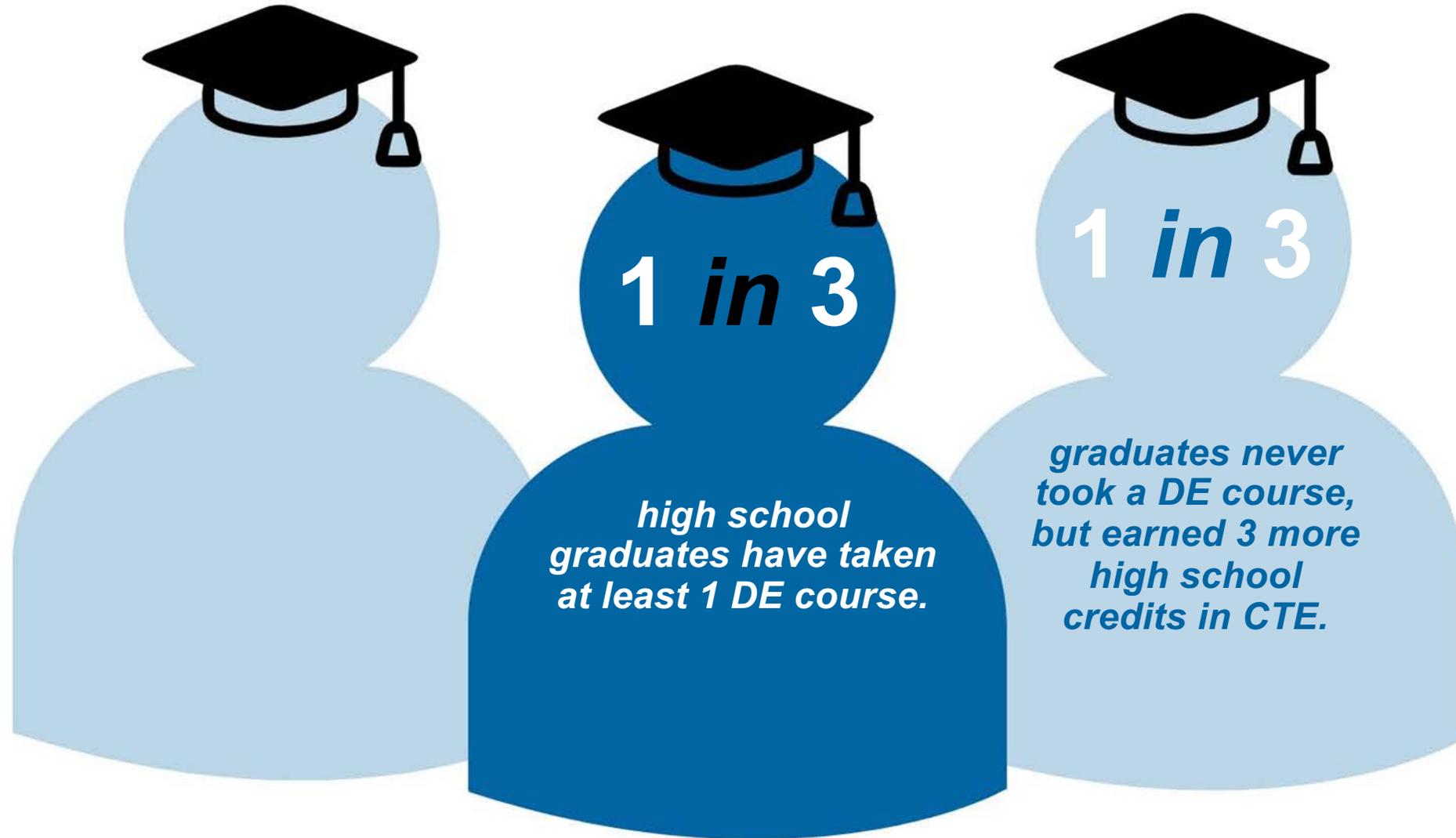
but 1 in 5 districts have closed gaps for Black and Latino students →



Source: Xu et al. (2021).



A third of high school graduates have taken dual enrollment



Source: CCRC analysis of NAEP-NSTS data of 2019 high school graduates

Another third earned 3+ credits in HS CTE with no dual enrollment



**How can dual enrollment
increase college and career
opportunity for more students?**

A blue-tinted photograph of students walking on a campus path. The image is overlaid with a large white text question. The text reads: "What are the biggest challenges to implementing dual enrollment as an on-ramp to college and career opportunity in your community?"

What are the biggest challenges to implementing dual enrollment as an on-ramp to college and career opportunity in your community?

High-performing community college partnerships are extending their “guided pathways” reforms to DE

A National Movement: Colleges Implementing Guided Pathways



Dual Enrollment Equity Pathways (DEEP) Framework



Entry into baccalaureate major at four-year (FY) institution

CC transfer program aligned to FY major

Workforce program aligned to high-wage/high-demand career

Redesigning America's Community Colleges

The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

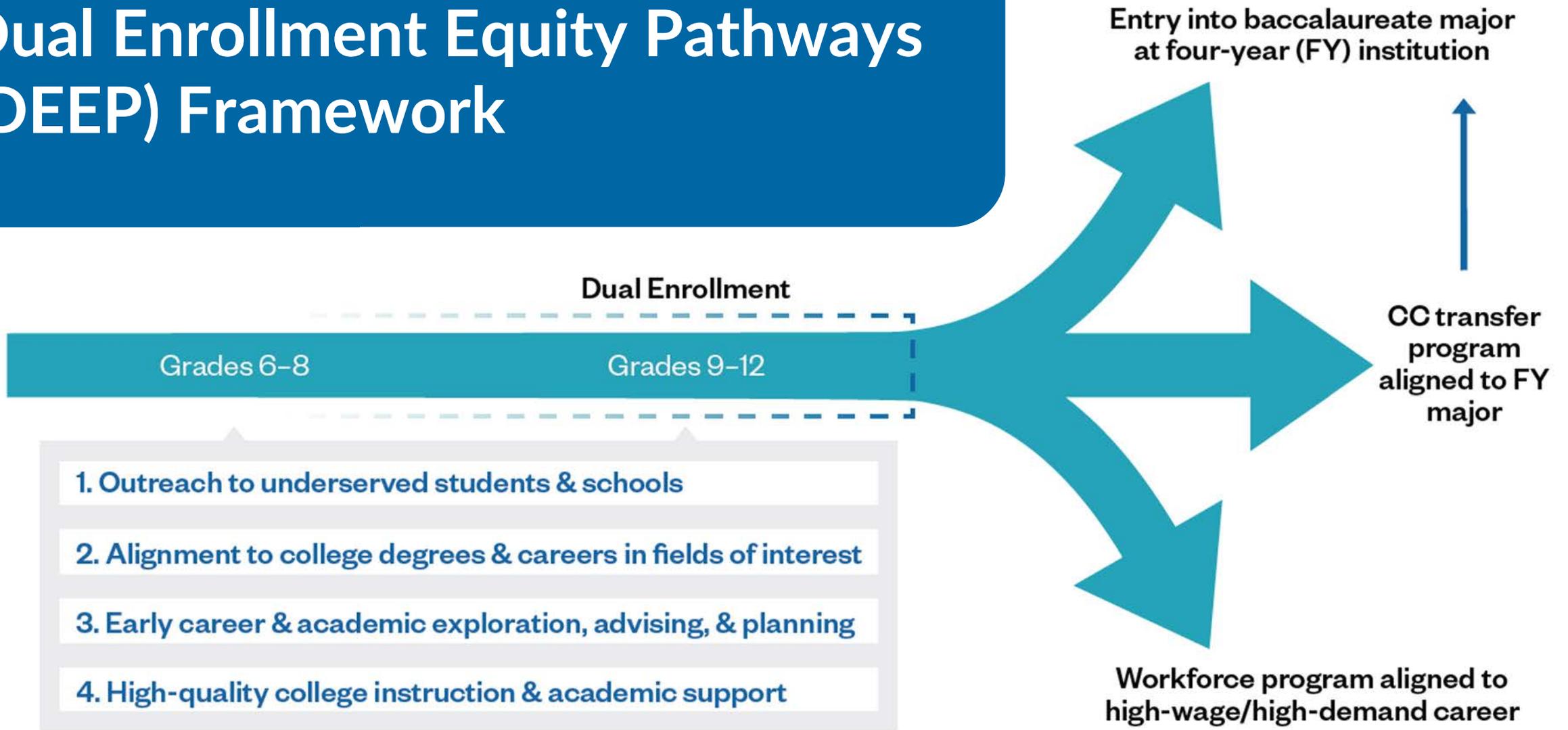
MORE ESSENTIAL THAN EVER

COMMUNITY COLLEGE PATHWAYS TO EDUCATIONAL AND CAREER SUCCESS

DAVIS JENNIFER
NARA LARU
JOHN FINK
SERENA C. BLENKIN
MAGGIE P. FAY

FOREWORD BY
Ray K. St. George

Dual Enrollment Equity Pathways (DEEP) Framework



From “Random Acts” to Purposeful Pathways

Conventional Approach

Who is it designed for?	Primarily students who are already headed to college after high school
What courses are offered?	Primarily gen eds or whatever is easy to offer based on teacher availability
What is the approach to teaching?	Reliance on qualified HS teachers with limited quality control and professional development
What academic supports are provided?	Ad hoc, if students reach out for help
What college advising is provided?	Advising from the college available to students who seek it out
Business model	Lower costs, lighter supports, less re-enrollment after high school

From “Random Acts” to Purposeful Pathways

Conventional Approach

DEEP Approach

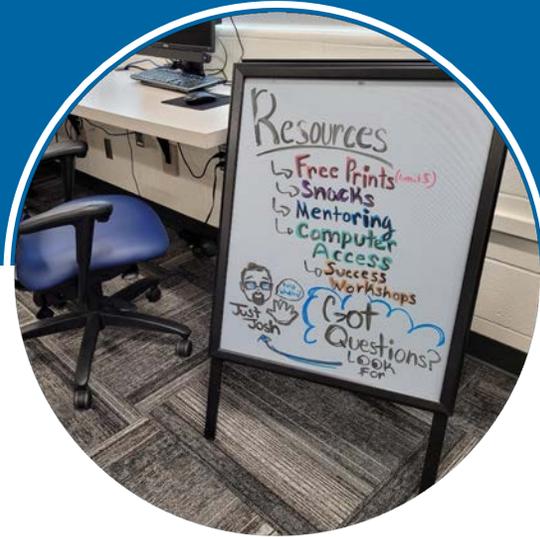
Who is it designed for?	Primarily students who are already headed to college after high school	All students, especially those who might not otherwise pursue further education after high school
What courses are offered?	Primarily gen eds or whatever is easy to offer based on teacher availability	Foundational coursework (including general education courses) aligned to college degree programs in fields of interest to students
What is the approach to teaching?	Reliance on qualified HS teachers with limited quality control and professional development	Strong quality control and professional development through collaboration with college faculty and programs
What academic supports are provided?	Ad hoc, if students reach out for help	Unavoidable and proactive academic support, frontloaded for new DE students
What college advising is provided?	Advising from the college available to students who seek it out	College-provided advising for all students at key checkpoints to help explore interests and create an individualized post-high school learning plan
Business model	Lower costs, lighter supports, less re-enrollment after high school	Higher costs, more supports, greater downstream revenues

DEEP Framework Extends Guided Pathways to High School through Dual Enrollment



Outreach

Outreach to Underserved Students & Schools



Support

Support Students by Delivering High-Quality Instruction



Alignment

Align DE to College Degrees & Careers



Advise

Advise Students to Explore Interests and Develop Plans

Outreach to Underserved Students and Schools

Focus outreach on underserved high schools, students, and communities.

Start outreach before high school.

Leverage community connections to build awareness.

Build trust with and educate parents and families.

Use high school grades as an alternative to placement testing for eligibility.

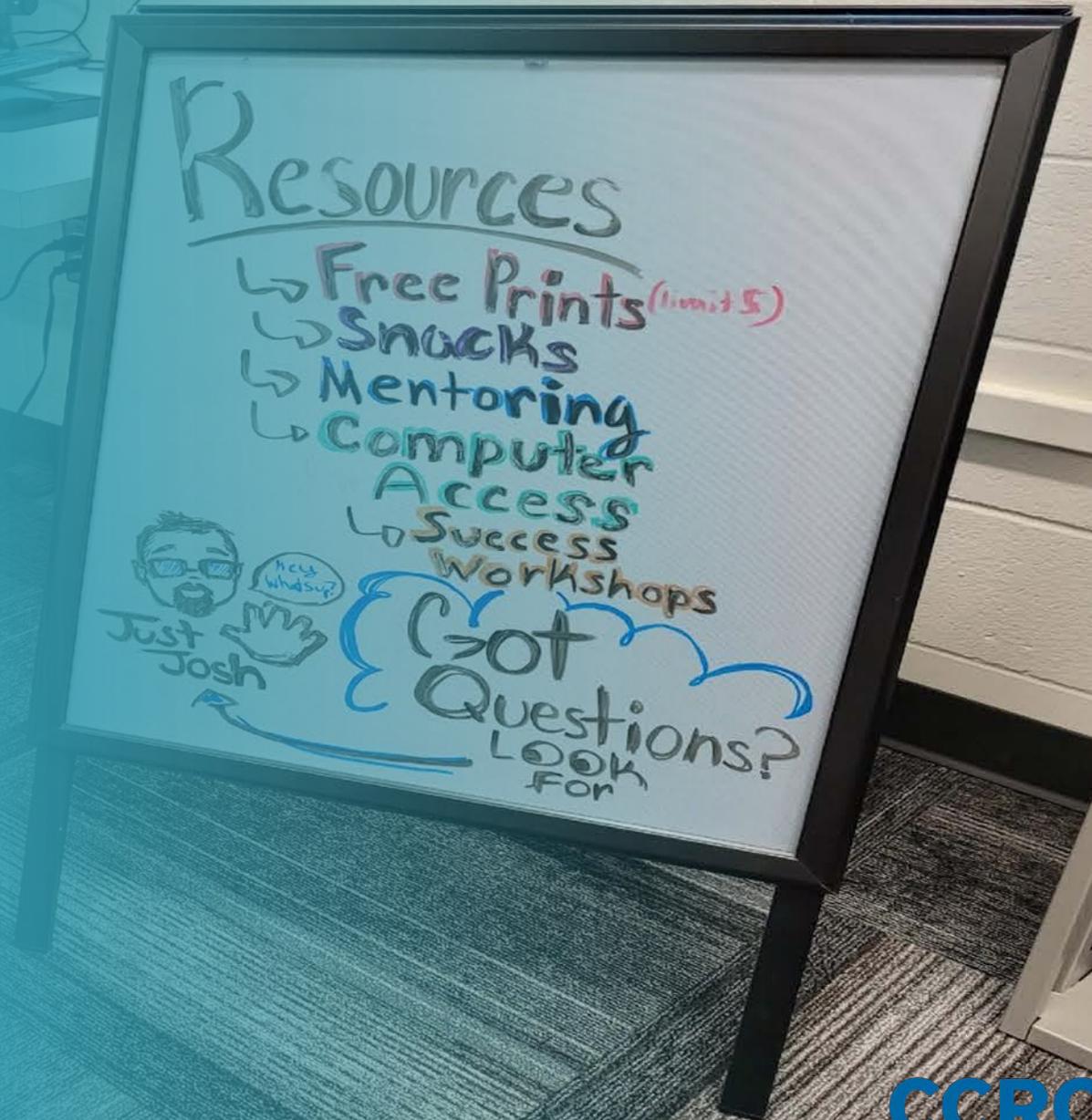
Support Students by Delivering High-Quality Instruction

Scaffold coursework and front-load supports.

Respond quickly when students are struggling.

Provide additional, structured support for online classes.

Support DE instructors and monitor quality.

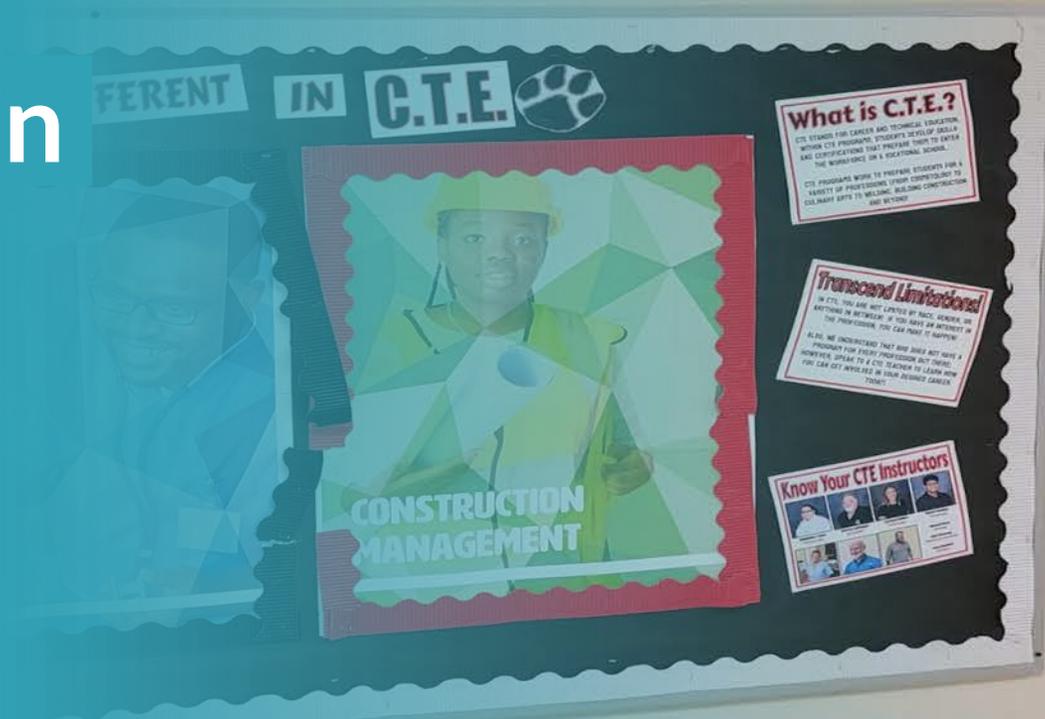


Align DE to College Degrees and Careers in Fields of Interest

Inventory current DE offerings.

Map DE offerings to college degree programs in fields of interest.

Embed DE offerings in career-connected high school programs.



Academies



ACE Academy



MED Academy

Medicine, Exper Academy



Charlotte Harris
MED Academy Principal
✉ Email Charlotte Harris
☎ (346) 378-7253



Vanetta
MED Aca
✉ Email
☎ (346) 3

The MED Academy supports the following CT Endorsement:



Health Science



Health Informatics (Dual Credit Program) **Healthcare Diagnostics (Dual Credit Option Available)**

Healthcare Therapeutic (Dual Credit Option Available) **Nursing Science (KNIT) (Dual Credit Program)**



Health Science Public Service Endorsement

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.




The Health Informatics program of study focuses on exposing students to the management and use of patient information in the healthcare field. Students may learn about and research recent modifications of computerized healthcare and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students may also practice writing and interpreting medical reports.

Courses

- 9th Grade**
 - Principles of Health Science
 - Business Information Management (BIM) I
- 10th Grade**
 - Medical Terminology
- 11th Grade**
 - Health Informatics @ San Jacinto College
 - Medical Intervention Evaluation and Research @ San Jacinto College
 - Healthcare Administration and Management @ San Jacinto College
 - Anatomy and Physiology
- 12th Grade**
 - Project-Based Research @ San Jacinto College

Postsecondary Opportunities

- Associates Degrees**
 - Health Information/Medical Records Technology/Technician
- Bachelor's Degrees**
 - Medical and Health Service Managers
- Master's, Doctoral, and Professional Degrees**
 - Medical and Health Service Managers

Work-Based Learning and Expanded Learning Opportunities

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities: Health Occupation Students of America (HOSA)	Work Based Learning Activities: Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

Aligned Occupations

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Medical Records and Health Information Technicians	\$35,922	1,588	24%
Medical and Health Service Managers	\$93,995	2,562	29%
Billing and Posting Clerks	\$35,485	5,775	25%

REL - Maritime - 26 credit hours Certificate of Technology

HIGH SCHOOL/SECONDARY										COLLEGE/POSTSECONDARY			
Subjects	Credits	9th		10th		11th		12th		Year 5		Year 6	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Semester I (Fall)	Semester II (Spring)	Semester III (Fall)	Semeter IV (Spring)
English	1	English I		English II		English III		English IV					
Math	2	Algebra I		Geometry		Algebra II		HS Elective					
Science	3	Biology		Lab Based Science		Elective Science		HS Elective					
Social Studies	4	World Geography or World History		Fine Art		US History		Economics	Government				
Additional Requirements & Electives	5	LOTE I		LOTE II		NAUT 1320 - Seamanship I (8 weeks) / NAUT 1315 - Basic Safety (8 Weeks)	NAUT 2310 - Seamanship II / NAUT 1345 - Marine Cargo Operations	NAUT 2415 - Terrestrial Navigation / NAUT 1255 - Maritime Law and Reg	NAUT 2301 - Able Bodied Seaman and Lifeboatman / NAUT 1230 - Engineering Familiarization				
	6	PE		HS Elective	NAUT 1305 - Intro to Ships and Shipping								
Maritime	7	Principles of Maritime		Maritime Science I A									
Work Experience													
Total required college credits completed in high school = 26													
		High School Courses		CTE courses		Dual Credit Courses							

Advise Students to Explore Interests and Develop Career Path Plans

Showcase DE to support exploration.

Coordinate advising roles across sectors.

Help students develop a college program plan and provide checkpoint advising.

Additional Costs of the DEEP Approach

DEEP Practice Area	Example Practice	Associated Costs
<p>Outreach efforts to promote dual enrollment</p>	<p>Proactive marketing and recruitment to underserved K-12 schools and communities</p>	<p>Adequate staff to provide single point of contact and support for numerous partner high schools</p>
<p>Alignment of dual enrollment coursework</p>	<p>DE offerings mapped to postsecondary CTE degrees and bachelor's major pathways</p>	<p>Adequate staff time to plan course offerings and instructor availability by high school to avoid "random acts"</p>
<p>Advising provided by the college</p>	<p>College provides advising to all students in collaboration with high school counselors</p>	<p>Adequate staffing to provide individualized advising and planning assistance</p>
<p>High-quality instruction and support</p>	<p>DE students exposed to instruction by college faculty on college campuses and where possible in classes with post-high-school students</p> <p>Proactive academic and nonacademic support for DE students</p>	<p>Extensive quality control, professional development, and support for instructors who are high school teachers</p> <p>Faculty or staff time to proactively identify and support struggling students</p> <p>Learning management, early alert, and online tutoring systems for DE students</p>
<p>Close working partnerships with K-12</p>	<p>Day-to-day communication with K-12 partners to support planning, operations, and troubleshooting</p>	<p>Adequate staff time to coordinate planning and operations and to troubleshoot with numerous, often widely dispersed schools</p>

Comparing Business Models for Dual Enrollment



Lower costs: Minimal investments made to cover DE program operations

Lighter supports, designed for students who are already college-bound

Less re-enrollment after high school means lower downstream revenues



Higher costs: More investments to scale DEEP practices to implement DE as an on-ramp to college and career pathways

More supports, designed for all high school students

Higher downstream revenues from more students re-enrolling after high school instead of not pursuing any postsecondary education and training

Potential Incentives for DEEP Investments

K-12 schools

- Can offer new and attractive programs in partnership with colleges
- Can attract students and families looking for college acceleration options
- Improved high school graduation, college-going and other student outcomes, particularly for underserved populations and schools
- Gains in state performance reporting and funding

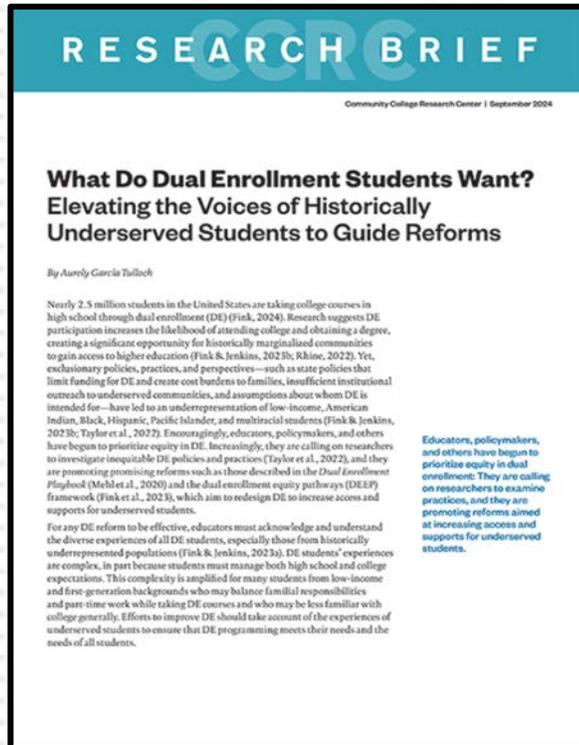
Employers

- “Grow-your-own” talent development strategy: Generates a reliable supply of employees with specific knowledge and skills catered to industry needs that also better reflect the specific make-up of the local community
- Helps students gain early awareness and exploration of career opportunities that can promote better matching with jobs, more career advancement opportunities, and less employee turnover

Colleges

- Expands the pool of potential college-going students after high school
- Downstream benefits to retention, completion, and statewide performance funding by increasing re-enrollment of former DE students after high school
- Reputational benefits (generating public support to sustain or increase local funding)

Students want more purposeful dual enrollment



What do historically underserved DE students “want” and how can we connect this to program improvement?

- Students want know about DE options earlier.
- Students want well-informed DE advisors who empower them.
- Students want their DE courses to be aligned with career and academic pathways in their fields of interest.
- Students want engaging learning experiences in their online courses.
- Students want to know how to balance the high school experience and DE coursetaking.
- Students want to know how to find scholarships and manage debt to help them attend college after high school.

Diving DEEPer in March

Pre-work: Dual enrollment detail for primary high school partners

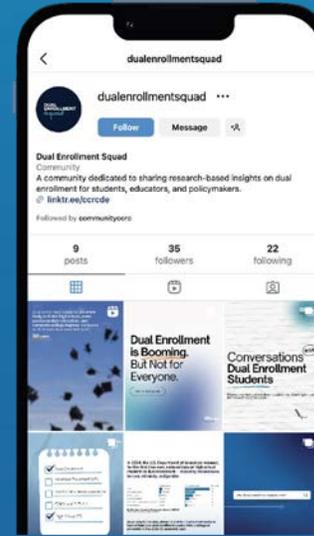
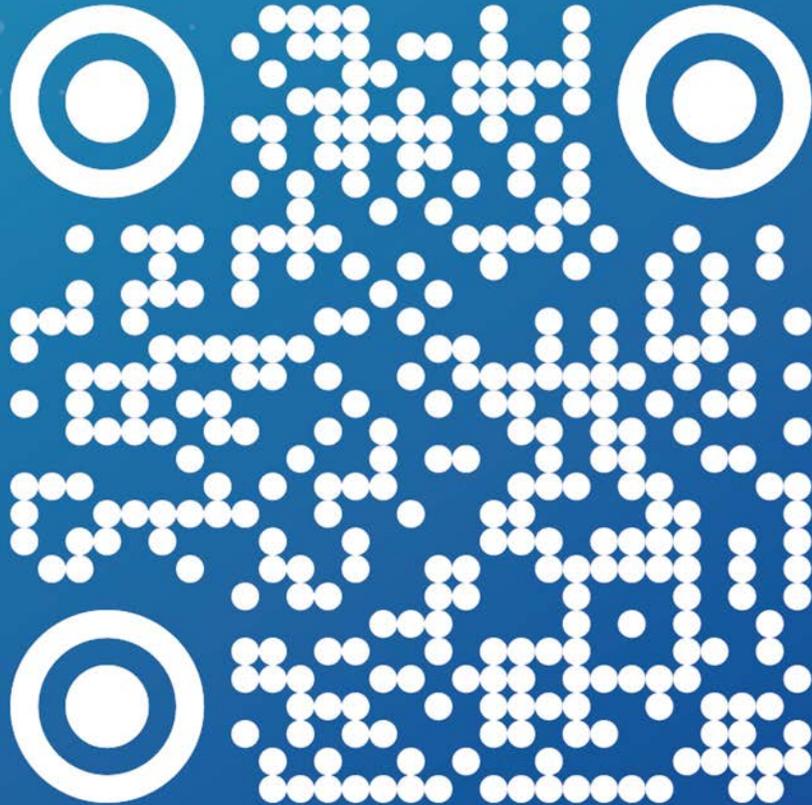
- Course type, modality, and instructor type
- Yield rates for DE students and HS graduates overall

On the Agenda for Pittsburgh

- Workshop on scaling and sustaining purposeful dual enrollment
- Working team time sessions
- Plenary sessions on ensuring DE quality, online dual enrollment, and uplifting the student voice to guide improvement efforts

DEEP@CCRC

Resources on dual enrollment equity pathways for K-12 and college practitioners.



Follow us on Instagram!

@dualenrollmentsquad

Thank you!

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